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ABSTRACT

Home economics programs are offered to students in grades 6-12 in the Des Moines INdependent Community School District (Iowa). Programs at the middle school level are exploratory, leading to occupational training in family and consumer science, child care, food service, and textile and fashion arts at the high school level. Health education programs emphasize personal health and wellness as well as provide training to become a practical nurse. Competency-based curriculum is offered in all home economics and health courses. Instruction includes laboratory and on-the-job training. Funds to support the home economics and health programs comes from district budgets, student fees, and state and federal vocational education reimbursement. The responsibility of the home economics/health supervisor is to promote the development, implementation, and evaluation of home economics programs and health programs at the secondary level. Home economics and health classes at the high school level are elective programs. Programs serve an average of 21 percent of the student body each semester, with male students making up 21 percent of the total home economics enrollment. New equipment has been added, and new facilities have been created for the child care, food service, and health careers programs at Central Campus. Future plans call for regular updating of curriculum and equipment, evaluation and updating of laboratory facilities, and expanded articulation with postsecondary institutions. (Appendices contain the following: course articulation diagram; outline of the human growth and development curriculum, listing content, grade level, course title, and whether required or elective; advisory committee report; and enrollment figures by school and course.) (YLB)

93-004
AGENDA

ED354360

HOME ECONOMICS/HEALTH
GRADES 6-12

DIVISION OF TEACHING AND LEARNING

PROGRAM EVALUATION
1992

Des Moines Independent Community School District
Des Moines, Iowa 50309-3399

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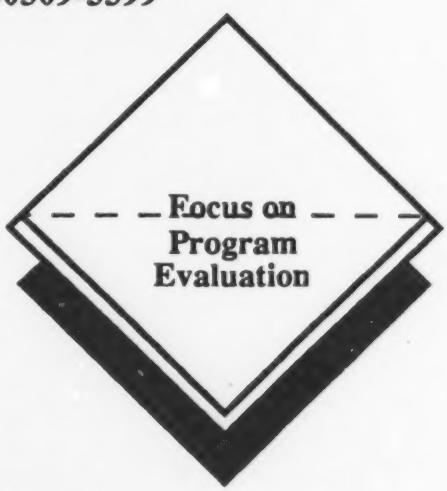

November 30, 1992

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November, 1992

EVALUATION ABSTRACT
HOME ECONOMICS/HEALTH
DECEMBER 1992

Context Evaluation:

Home Economics programs are offered to students in grades six through twelve. Programs at the middle school level are exploratory, leading to occupational training in family and consumer science, child care food service and textile and fashion arts at the high school level. Health education programs emphasize personal health and wellness as well as provide training to become a practical nurse.

Competency based curriculum is offered in all home economics and health courses. Instruction includes laboratory and on-the-job training. Programs provide three sequential units of instruction which articulate to programs at the postsecondary level.

Input Evaluation:

Money to support the home economics and health programs come from the following sources: district human resources budget, building budgets, students fees, district instructional materials budget, district curriculum development/materials budget, and state and federal vocational education reimbursement.

Process Evaluation:

The responsibility of the home economics/health supervisor is to promote the development, implementation, and evaluation of quality home economics programs and health programs at the secondary level.

Product Evaluation:

Home economics and health classes at the high school level are elective programs. Enrollment has increased over the past two years. Programs serve an average of twenty-one percent of the student body each semester, with male students making up twenty-one percent of the total home economics enrollment. New equipment has been added to improve the teaching and learning environment at all schools. New facilities have been created for the Child Care, Food Service, and Health Careers programs at Central Campus.

Future Planning:

Curriculum and equipment will be updated on a regular basis. Laboratory facilities for all content areas will be evaluated and updated as necessary. New programs in health careers will be explored and implemented as resources allow. Articulation with postsecondary institutions will be expanded and promoted.

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DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

VOCATIONAL EDUCATION MISSION STATEMENT

"The Mission of Vocational Education-Technical Education in Iowa is to provide opportunities for all students to choose, prepare for and advance in their lifelong careers or vocations."

MISSION OF HOME ECONOMICS EDUCATION

"The Mission of Home Economics Education is to empower all learners with the competencies that enable them to lead productive and interconnected life roles--family member, worker, citizen, and community member.

Home Economics Education prepares males and females with the knowledge, skills, and attitudes needed for

- work of the family.
- balancing work and family.
- home economics related occupations.
- personal wellness.

The goal of Home Economics Education is to strive for maintaining and enhancing a societal environment that will strengthen the quality of life for culturally diverse individual and family units within a global society."

MISSION OF HEALTH EDUCATION

"The Mission of Health Education is to provide information which promotes personal wellness and develop skills to become a safe and competent health practitioner."

CONTEXT EVALUATION

History

Images of freshly baked cookies, crisp white aprons (homemade of course) and neat and tidy households.....HOME ECONOMICS? Well, maybe just a little, but really it's so much more. Home economics has come a long way since its inception in the late 1890s, yet basic principles of the discipline remain the same. From the beginning, the major goal of home economics has been the integration and application of knowledge from disciplines such as the arts, humanities and natural and social sciences to the solution of human problems and the enhancement of human potential. Historically the focus of home economics has been on improving the quality of life for individuals and families with special emphasis on the family in its various forms. Home economics views the family as a major source of nurturance, protection, and renewal for the individual. Home economics recognizes the importance of the family as an educational force. The family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society. In today's society, the family provides socialization, economic security, protection, affection, the transmission of values, and the material necessities such as food, clothing, and shelter. Home economics education today continues to provide individuals with the skills necessary to become healthy, productive family members.

The Des Moines Public Schools was a pioneer in home economics education, introducing Domestic Science into the West High School curriculum in 1889. In the early years home economics students were all girls learning to cook and sew. Home economics teachers managed the school lunch room and until 1925, pupils prepared all of the food. The concept of home economics broadened with the addition of Family Relations into the curriculum in 1930.

Vocational Home Economics was introduced in 1941 and departments were updated with modern facilities and equipment. Shortly after World War II programs met state and federal standards for teacher preparation, equipment, and curriculum. The district began receiving vocational education funds. Today, home economics continues to be a part of the federal and state funded vocational education programs offered for students in Des Moines Public Schools. Home economics contributes significantly to meeting the fundamental purpose of vocational education in two ways:

1. Home economics programs equip students with employability skills.
2. Home economics programs equip students with skills which are used by men and women for the occupation of homemaking and in their dual career roles.

The home economics program continues to respond to the changing needs of families in today's society. Traditional cooking and sewing content makes up only one-third of today's home economics curriculum. Today's curriculum focuses on developing skills which allow individuals to make informed decisions regarding a number of social concerns. The curriculum includes education related to adolescent pregnancy, suicide, substance use and abuse, physical abuse, nutrition, wellness, child care, interpersonal and family relationships, communication skills, and the myriad of decisions consumers face in today's marketplace. Home economics programs provide students with practical knowledge and skills to improve their quality of life. The following chart shows how curriculum has changed to reflect the environment in which families live.

Home Economics Content: Past and Present

Content Area	Past Emphases	1990 Emphases
Housing	Cleaning, Decorating	Resource Management Equipment Environmental Concerns Housing Alternatives
Food & Nutrition	Cooking, Hospitality	Nutrition Food Safety, & Sanitation Economy & Convenience
Family Living	Woman's Role in the Nuclear Family	Family Forms Balancing Work & Family Relationships Communication Stress in Families
Clothing & Textiles	Sewing	Fibers & Fabrics Clothing Selection Creativity
Health	Hygiene	Human Growth & Development Decision-making
Child Development	Care of children	Parenting Guidance Special Needs Child Care Alternatives Decision-making

What are the Benefits of Home Economics?

Home economics is the only curriculum area that focuses entirely on practical living skills related to family life and occupations which serve to enhance the work of the family. Its ultimate goal is to improve the quality of individual and family life through development of positive attitudes, knowledge and skills in such areas as personal and family communication; consumer decision-making including conserving limited resources; health through promoting nutritional diets and wellness; and wise clothing and housing choices. Home Economics occupational programs build on these skills as students are prepared for service occupations. The occupational programs prepare individuals for entry level and advanced employment and for additional education.

Why are Home Economics Programs Important?

The family is an enduring institution which serves as a major factor in determining who a person is and what a person becomes. Everyone is a part of one or more families in his/her lifetime. Everyone needs practical living skills for successful family life and for work outside the family. Home economics allows learners to tie together work and family because skills and knowledge overlap both the home and the workplace, and because practical living skills used at home can be further developed for use in an occupation outside the home.

Standards, Policies, and Regulations

As vocational education programs, home economics and health education are influenced by state and federal legislation.

State legislation influencing the programs for the Des Moines Public Schools includes "Standards for Vocational Education in Iowa," (Senate File 449) "Human Growth and Development," (Senate File 2094) and State Standards for Education. Federal legislation influencing the programs is the Carl Perkins Vocational and Applied Technology Education Amendment which was approved in September, 1990.

State Legislation and Standards

A. Standards for Vocational Education in Iowa (S.F. 449)

For the first time in Iowa history, educational standards for vocational education are a part of school standards. Standards for vocational education became effective, July 1, 1992. The following features are included in this legislation:

1. Seventh and eighth grade programs must include family, consumer, career, and technology education.
2. Instruction shall be competency based, articulated with postsecondary programs of study and include field, laboratory, or on-the-job training.
3. The school districts must provide a minimum of three sequential units in at least four of the following six vocational areas: agriculture, business, health occupations, consumer and family science, industrial technology, and marketing education.

B. Fiscal Year 1993 State Goals for Improving the Quality of Vocational-Technical Education in Iowa:

1. To increase linkages between secondary and postsecondary programs.
2. To improve academic and occupational competency development.
3. To increase the capacity to assist students with the transition from school-to-work.
4. To increase the relevance and responsiveness of local programs to the labor market, and current and emerging work force needs.
5. To improve the use of performance-based student assessment.

C. Health Education

The standard for health education states that one unit of instruction shall be provided in grades 9-12 in health education. The instruction shall be taught by a certified health educator and include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases.

D. Human Growth and Development--Senate File 2094

Legislation requiring school districts to provide instruction in Human Growth and Development was passed in 1989. Human Growth and Development instruction includes the following topics: self-esteem, responsible decision-making, personal responsibility and goal setting, interpersonal relationships, discouragement of premarital adolescent sexual activity, family life, parenting skills, human sexuality, reproduction, contraception, family planning, prenatal development, awareness of mental retardation prevention, childbirth, adoption, available prenatal and postnatal support,

male and female responsibility, sex stereotypes, sexually transmitted diseases including AIDS causes and prevention, behaviors to prevent sexual abuse or sexual harassment, suicide prevention, stress management, and substance abuse treatment and prevention.

Federal Legislation

A. Carl D. Perkins Vocational and Applied Technology Education Act of 1990

This act provides federal assistance for vocational education program improvement. Individual states and school districts will be accountable for improving vocational programs and serving the needs of special populations. In Iowa, plans must address the state goals which are listed on page 4.

B. National Education Goals

Only those applicable to home economics/health will be listed.

Goal One: Readiness

By the year 2000, all children in America will start school ready to learn.

Objective 1:

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Objective 2:

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal Three: Student Achievement and Citizenship

Every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objective 2:

The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

Objective 3:

All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

Objective 5:

All students will be knowledgeable about the diverse cultural heritage of this nation and about the world and community.

Goal Six: Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objective 3

Every school district will develop a comprehensive K-12 drug and alcohol prevention education program.

CURRENT PROGRAM DESCRIPTION

Home Economics

Vocational home economics education consists of three program types: Exploratory, Family and Consumer Science, and Occupational. The programs are articulated from one level to the next as shown on the chart in Appendix A. A brief description of each program follows.

A. Exploratory--Middle School

An exploratory home economics program is offered for students in the middle school. In grades six and seven, a nine week exploratory class is required for all students. This class is offered as a part of the exploratory "Wheel" which exposes students to a variety of curriculum offerings. In eighth grade, two one-semester classes are offered for students on an elective basis. Fifty-three percent of eighth graders enroll in home economics.

The middle school exploratory program is a prevocational curriculum which serves as the foundation for the total vocational home economics program. At the prevocational level, home economics focuses on helping young people in their formative years to grow as healthy individuals and to lay an early foundation for a quality home life. The primary concern of home economics at this level is to prepare youth to become well adjusted persons and successful family and community members.

Home economics content areas are divided between the two required courses in grades six and seven. This allows all students to have the opportunity to explore the various areas in home economics. Following is a list of the content areas introduced at each grade level. Instructional objectives and course outlines are available from the home economics supervisor.

Grade Six (required)

Quest--Skills for Adolescence (4 weeks)
Clothing Care and Construction (4 weeks)
Child Care (1 week)

Grade Seven (required)

Human Growth and Development (4 weeks)
Nutrition and Food Preparation (5 weeks)

Grade Eight (elective)

Fashions, Friends, and Families (one semester)
Food, Fitness, and Finances (one semester)

B. Family and Consumer Science--Area High Schools

Family and Consumer Science programs prepare individuals for family life. Competence in facilitating satisfactory family life requires knowledge and skills in the areas of: individual, child, and family development; consumer and resource management; individual and family health; nutrition and food; housing and living environments; and textiles and clothing.

In the Des Moines Public Schools, the family and consumer science program is offered at the five

comprehensive high schools and the alternative schools. Courses offered as a part of this program are identified below. A complete curriculum guide including objectives, outlines, competencies, learning activities and resources is available for each course. All courses are one semester in length and offered on an elective basis for all students.

Grades Nine and Ten

Personal Development and Health
Food and Nutrition
Child Development
Textiles and Clothing I
GRADS (Graduation, Reality, and Dual Role Skills)

Grades Eleven and Twelve

Personal and Family Relationships
Food and Consumer
Housing and Interior Design (offered only at East and Lincoln)
Textiles and Clothing I and II
Parenting
Adult Living Skills
Child Development
GRADS (offered only at Lincoln, North, Alternative North, and Alternative South)

C. Occupational Home Economics Education--Central Campus

Des Moines Public Schools offers three programs to prepare young people for occupations requiring home economics knowledge and skills. These programs are offered at Central Campus. They build upon knowledge acquired in prerequisite courses offered at the area high schools. All programs articulate to Des Moines Area Community College (DMACC) programs.

Central Campus Program	Length	Prerequisite	DMACC Program
Child Care Careers	one year	Child Development	Child Development
Food Service Careers	two-three years	Food and Nutrition	Hospitality Careers
Kitchen/Dining Assistant	one semester	None	
Textile and Fashion Arts	two years	Textiles & Clothing	Fashion Mdse.

Health

Health education programs are taught in grades K-12. At the elementary and middle school levels, health is integrated into the science curriculum. Elementary and middle school programs are described in the Health Education Program Evaluation. The following describes high school health programs.

A. Health Education

Health education at the high school level occurs in three departments; science, physical education, and home economics. Two home economics courses--Personal Development and Health (for students in grades 9 and 10) and Personal Family Relationships (for students in grades 11 and 12) meet the state health standards and are taught by certified health educators.

B. Health Careers--Central Campus

Three Health Careers programs are offered at Central Campus:

1. Introduction to Health Careers is a two-semester course for all students interested in a career in the health care field. Students will discover the many career options available in the health care and wellness field. Activities include visits to health care institutions and presentations from individuals in various health and wellness careers. The following topics are discussed: career exploration, communication skills, self-care and wellness, ethical and legal aspects of health care, vital signs, CPR, and First Aid. This course is recommended for sophomores who are considering enrollment in the Practical Nursing Program their junior year. The course articulates to health programs at DMACC.

2. Practical nursing, a two-year program which provides students with the basic nursing principles and related subjects, enables competency in the field of practical nursing. Students examine aspects of human behavior and its role in health and illness. They also learn about the human body in health and disease. They are made aware of the professional ethics involved in a nursing career. Through hospital experience in the junior and senior years, students become skilled in giving nursing care, within the scope of the practical nurse. Students successfully completing the program and passing the National Council Licensure Examination for Practical Nurses, can immediately enter the nursing profession as a licensed practical nurse. The program articulates to DMACC, and Iowa Methodist School of Nursing.

3. Dental Assisting is a new course which will be piloted second semester of 1992-93. It is a cooperative effort between DMACC, and the Des Moines Public Schools. Students will earn DMACC credit in dental anatomy through classroom instruction and on-site training in area dental offices. The program will articulate to Dental Assisting at DMACC.

Instructional Methods

A majority of the instruction in home economics and health is laboratory based. Instruction focuses on skill development at all levels--middle school, high school, and Central Campus. Hands-on activities are used to teach basic living skills in all areas of home economics.

Middle school students practice communication and decision-making skills in the Quest--Skills for Adolescence program which is a part of the sixth grade curriculum. Students learn about relationships by recording interactions between themselves and their friends and families. They learn about peer pressure, how to say "NO," and how to make the best decision through role playing, discussion, and analysis of specific problems. Middle school students learn how to care for themselves and their clothing by reading labels, sorting clothes, washing clothes, sewing on a button and repairing a torn garment. They become familiar with the use of a sewing machine by constructing a project such as a book bag, a locker caddy, or a sweatsuit. Many of the activities which are a part of the middle school curriculum focus on skills which are used by "latch key" children as they learn to care for themselves, their younger siblings, and their homes. Students study safety and how to handle emergency situations; they create play activities and games which can be used with younger children; they select and prepare nutritious foods, and they practice making wise consumer decisions.

Students enrolled in Family and Consumer Science classes at area high schools also develop skills through hands-on laboratory experiences. Child Development and Parenting students observe children in a variety of situations; interview parents regarding parenting roles, responsibilities, techniques and concerns; research the cost of having a baby and raising children; visit and evaluate a variety of child care alternatives; create toys and learning activities for children; select appropriate

literature and read to children; and plan and direct a simulated nursery school. Alternative North students work with children in the on-site nursery to develop skill in reading to children.

Students in Personal Development and Health practice a variety of communication styles and techniques, learn to express emotions in a positive way, manage stress, and recognize symptoms of severe depression. They analyze choices related to sexual behavior, substance use, abuse and nonuse, and make decisions based on personal values. Students perform first aid for common emergencies, identify community health resources, and evaluate eating habits, diet, and exercise programs.

Through group discussion, role playing and case studies, Personal Family Relationships students explore the roles and responsibilities associated with a variety of interpersonal relationships and how these roles impact the family. They learn to accept and appreciate a variety of family types, styles, and cultures and explore methods for coping with crisis in family living.

Textiles and Clothing students analyze clothing according to design, performance, care, style, fiber, construction, and wardrobe planning. They construct new clothing, alter and recycle older garments.

Foods students practice skills in food safety and sanitation as they prepare a variety of food products. These products are analyzed according to nutrition and consumer spending. Students plan meals based on a variety of situations including cultures, world food supply, nutrition, and resources available (time, money, equipment). Students assist in planning and serving meals in the school cafeteria.

Housing and Interior Design students explore factors affecting decisions related to housing, home furnishings, and equipment. Through individual projects, they develop consumer skills in planning, selecting, purchasing, and maintaining a livable home environment. East High students are redecorating the Vice Principals' offices.

Students in Adult Living Skills prepare for independent living by studying the relationships of job/career/education plans to lifestyle. They develop basic skills in money management, housing and clothing selection and care, and food selection and preparation.

Central Campus occupational students spend a majority of their time in a lab setting developing skills specific to the program in which they are enrolled. Child Care Careers students spend three days a week working at a child care center. Food Service Careers students develop skills in food preparation, service and management as they operate the Central Campus Tea Room. Textile Fashion Arts students tailor a wool coat, design clothing, and produce a fashion show. Nursing students work in area hospitals two days a week.

Career education is incorporated into each home economics class. Students may listen to a speaker, simulate an activity, visit a related business or actually work in a specific job situation to learn about various careers related to each content area. Central Campus Food Service students attend food services career day at Des Moines Area Community College, invite past graduates back to talk about career choices and training, visit the Restaurant Association's annual meeting, watch a food stylist, attend gourmet dinners at Des Moines Areas Community College, and prepare a gourmet dinner for community residents. Child Care students make learning activities for a non-profit day care center, become certified in first aid, visit a toy store to analyze equipment and prices, and hear about life as a nanny. They work in infant care centers, Head Start programs, hospital child day cares, and family day cares. Textile and Fashion Arts students visit a dry cleaners, and a production sewing company. They spin fiber into yarn and weave cloth at Living History Farms, burn textiles to analyze fiber content, research famous clothing designers, and create and produce an annual fashion show of student-constructed projects. Students in

Introduction to Health Careers spend most of the first semester exploring health career options.

Special Programs

A. GRADS - A special program for pregnant and parenting teens was implemented in 1991 at Alternative High School North, Alternative High School South, and North High School. Lincoln High School added the program in 1992. The program's goals are to assist pregnant and parenting teens to remain in school, carry out positive health-care practices for themselves and their child, provide knowledge and skills related to child development and positive parenting practices and encourage students to set goals for economic independence. One hundred twenty-seven students participated in the program during 1991-92. As of October of 1992, one hundred seven students were enrolled in GRADS at the four sites. Beside providing classroom instruction, GRADS teachers assist students in establishing connections with community support programs. GRADS and SUCCESS programs work cooperatively in buildings where both programs exist.

B. KITCHEN DINING ROOM ASSISTANT - Special education students enrolled in this program develop skills for entry-level positions as kitchen and dining room assistants. Students work in the Central Campus Tea Room to develop these skills.

C. SPECIAL PROJECTS - During first semester the Special Projects Home Economics class is offered to special education students at Harding Middle School. Students enrolled in this program develop home living skills. During second semester the Special Projects Home Economics class consists of students who show special interest and skill in home economics areas. These students work on individual and group projects related to their interest.

D. FASHION MERCHANDISING - Pilot program, fall of 1992. Second year students in the Textile and Fashion Arts program at Central Campus spend two periods each week with a Business Education instructor developing skills in the area of marketing. They will combine these skills with their knowledge of fashion and textiles to work in the retail clothing industry during the spring quarter.

E. INTRODUCTION TO HEALTH CAREERS - This course was implemented in the fall of 1992, to introduce students to the numerous health career options. The course begins to expand the options available at Central Campus in the Health Careers programs.

F. DENTAL ASSISTING - Pilot program, spring of 1993. Ten senior students will receive instruction in Introduction to Dental Anatomy at Central Campus. The course will be taught by an instructor from Des Moines Area Community College. Upon completion of the course, students will receive one high school credit and be eligible for two credits in Dental Anatomy at DMACC. Students will spend two days a week in classroom instruction at Central Campus and three days a week in clinical instruction, working in a dental office.

G. ARTICULATION - All Central Campus programs in Health and Home Economics are articulated with postsecondary institutions. By successfully completing the Central Campus programs, students may earn college credit at the following institutions: Des Moines Area Community College, Indian Hills Community College, or Iowa Methodist School of Nursing.

H. CHOICES - This interactive multimedia program was developed by VISA to teach money management skills to young adults. The program was piloted at Lincoln High School by a home economics and business education instructor in the fall of 1991. In June of 1992, Norwest Bank provided CHOICES to each Des Moines High School. An in-service was conducted for business and home economics instructors. The program has been used this fall in the Adult Living Skills curriculum.

I. QUEST "SKILLS FOR ADOLESCENCE" - This program was integrated into the middle school home economics curriculum in 1986. "Skills for Adolescence" is a joint program of Quest International and Lions Clubs International. The program fosters skills in responsibility, decision-making, communication, self-confidence, and goal setting.

J. IT TAKES TWO - The sexuality education program is sponsored by the Young Women's Resource Center. A male/female teaching team is utilized to emphasize the importance of male and female responsibility in prevention of teen pregnancy and the transmission of STD's. The program was provided as a part of the 7th grade Human Growth and Development curriculum in six Des Moines middle schools in 1991-92.

INSTRUCTOR CERTIFICATION

A. Required Certification

Middle and high school home economics teachers must have vocational home economics certification. Central Campus teachers must be certified to teach occupational home economics. Health teachers (those teaching Personal Development and Health or Personal Family Relationships) must be certified in health education. Instructors of Practical Nursing are Registered Nurses with a Bachelor's Degree. The program coordinator must hold a Master's Degree. All staff members are certified in their teaching area.

B. Additional Certifications

Certification	Number of Teachers
Health	7
Certified Home Economist*	11
Childbirth Educator	1
Red Cross Healthy Pregnancy, Healthy Babies	11
Red Cross Babysitting	8
Red Cross First Aid	4
Family Nurse Practioner	1

*This is a professional certification through the American Home Economics Association. Certified Home Economists must earn 75 Professional Development Units every three years to maintain certification.

INPUT EVALUATION

Budgets and Sources for Revenue

Money to support the home economics and health program comes from the following sources:

1. District human resources budget
2. Building budgets
3. Student fees for consumables
4. Curriculum development/materials budget
5. District instructional materials budget
6. State and federal vocational education reimbursement
7. Community resources

Human Resources Cost 1992-93

PROGRAM	NO. TEACHERS	TOTAL SALARY	AVERAGE SALARY
Middle School	10.7	$321,825.50	$30,077.15
High School	14.5	$496,348.85	$34,230.95
Central Campus	6.	$197,620.15	$32,936.69
Sub Total	31.2	$1,015,794.50	
Supervisor of Home Econ/Health	.5	$24,640.50	
Secretary	.25	$4,407.00	
Sub Total	.75	$29,047.50	
Total Salaries of Teachers, Supervisor & Secretary		$1,044,842.00	
Benefits (29.5%)		$ 308,228.39	
Total		$1,353,070.39	
Human Resources Cost		**$1,353,070.39**	

DISTRICT INSTRUCTIONAL MATERIALS

Textbooks In Use

COURSE	TITLE	COPYRIGHT	USE PERIOD	COST PER BOOK	TOTAL COST
Middle School					
6th grade	Today's Teen	1988	88-95	$18.75	$8,841
	Changes	1985	86-95	$6.85	$3,411
7th grade	Finding My Way	1985	88-95	$10.38	$2,114
High School					
Personal Dev. & Health	Health Choosing Wellness	1992	92-99	$27.97	$4,195
	Human Sexuality	1989	92-99	$7.97	$1,195
Textiles & Clothing	Fashion, Fabrics and Construction	1986	87-94	$17.25	$3,568
Housing	Housing Decisions	1987	87-94	$12.75	$2,700
Per.-Fam. Relations	Married & Single Life	1988	88-95	$15.75	$5,770
Food & Nutr.	Food for Today	1990	90-97	$24.96	
Food & Cons.	Food for Today	1990	90-97	$24.97	$13,800
Resources	BHG Micro Ckbk	1989	90-97	$24.95	$1,122
	BHG New Ckbk	1989	90-97	$24.95	$973
	Betty Crocker Intl.	1989	90-97	$18.95	$140
	Pillsbury Cookbook	1989	90-97	$19.95	$917
	Cook's Ingredients	1980	90-97	$29.95	$329
Child Development	The Developing Child	1990	91-98	$26.00	$12,000
Parenting	Parents & their Children	1990	91-98	$23.20	$3,700
Central Campus					
Child Care	Child Care II, Student Manual	1982	85-93	$13.50	Consumable
Vocational Foods	Professional Cooking & Baking				
	Vocational Foods	1991	85-93	$16.47	$500
	Student Manual	1991	85-93	$15.00	Consumable

COURSE	TITLE	COPYRIGHT	USE PERIOD	COST PER BOOK	TOTAL COST
Central Campus (continued)					
Textile and Fashion Arts	Contemporary Clothing	1982	85-93	$15.90	$275
	TFA Student Manual			$15.00	Consumable
	The Tailoring Process	1985	85-93	$11.70	$160
Licensed Practical Nursing					
	Basic Nursing Theory & Practice	1990	91-95	$39.95	$800
	Vocational & Personal Adj. in Practical Nursing	1990	91-95	$16.95	$339
	Mosby's Dictionary Medical, Nursing & Allied Health	1990	91-95	$22.95	$460
	Medical-Surgical Nursing	1989	91-95	$53.95	$1,080
	Structure and Function of the Body	1988	91-95	$24.95	$499
	Nursing Essential Nutr. & Diet Therapy	1990	91-95	$23.95	$480
	Nursing Care of the Older Person	1990	91-95	$16.95	$339
	Basic Pharma-cology for Nurses	1989	91-98	$24.95	$500
Introduction to Health Careers					
	Health Careers Today	1991	92-99	24.24	$1,288
Total Cost of Instruction Materials					$71,495.00

STUDENT FEES FOR CONSUMABLES

Uniform student fees are collected from students to pay for consumable supplies used in laboratory courses. These fees may be included in the building budgets for home economics and health courses or set aside in a building account.

High School	Amount
Food and Nutrition	$ 8.00
Food and Consumer	$ 8.00
Adult Living Skills	$ 5.00
Textiles and Clothing I & II	Purchase Fabric
Middle School	
6th Grade	$ 4.00
7th Grade	$ 4.00
8th Grade	*$ 6.00

*may also include purchase of fabric

Central Campus	Semester(s)	
Child Care	2	$10.00
Food Services	1	$10.00
Tea Room	1	$10.00
Textiles & Fashion Art	2	$ 8.00
Nursing	2	$68.00
Intro to Health Careers	1	$ 5.00

CURRICULUM DEVELOPMENT/MATERIALS BUDGET

This budget is used to support the curriculum development and materials selection process of the department. Funds are used to pay staff for time spent in the development of curriculum materials.

1992-93 Home Economics/Health Budget

Adult Living Skills	$ 640.00
8th Grade Home Economics	$4,226.00
Personal Development/Health	$2,852.00
Textiles and Clothing	$1,842.00
Total	$9,560.00

BUILDING BUDGETS
for
Home Economics/Health Programs

Most home economics and health expenditures for supplies and equipment are met at the building level. These budgets are established by the buildings and used for general supplies, curriculum support materials, new equipment, and equipment replacement.

High School Budgets for Home Economics/Health	1992-93 Budget Amount
Central Campus	
Child Care	$ 622
Food Services I	$ 3,380
Food Services II	$ 1,000
Textile Fashion Arts	$ 1,172
Nursing	$ 300
East	$ 2,850
Hoover	$ 1,450
Lincoln	$ 2,015
North	$ 1,300
Roosevelt	$ 2,160
Alternative HS North	$ 500
Alternative HS South	$ 900

Middle School Budgets for Home Economics	
Brody	$ 941
Callanan	$ 1,000
Goodrell	$ 800
Harding	$ 700
Hiatt	$ 1,650
Hoyt	$ 600
McCombs	$ 1,229
Meredith	$ 956
Merrill	$ 2,573
Weeks	$ 500

STATE AND FEDERAL VOCATIONAL EDUCATION REIMBURSEMENT

State

All home economics and health programs in Des Moines are vocationally approved. This means that programs meet guidelines set by the state for consumer and family science and occupational home economics programs. Because of this approval, the Iowa Department of Education annually reimburses the Des Moines Public Schools for these programs. The amount of reimbursement is based upon a percentage of the total staff salaries (12.5 percent in 1991-92). The Des Moines Public Schools received $426,067 for reimbursement of Fiscal Year 1992 vocational education programs. Home Economics and Health programs accounted for $119,086.93 of the total reimbursement. This money is administered through the general fund.

Vocational education funds and school improvement levy funds are combined and allocated to home economics and health programs according to the following budget for 1992-93.

In-Service	$ 3,000
Travel	$ 2,000
Equipment	$16,877
Associates	$46,500
Total	$68,377

Federal

Des Moines Public Schools receives federal funding for special needs students enrolled in vocational classrooms. The Carl Perkins Vocational and Applied Technology Education Amendment provides funding for local programs through an application process. Des Moines Public Schools will receive $294,215 for 1993. Home Economics and Health programs receive one-third of this funding. This money must be used for improvement of vocational programs which serve special populations. The following budget has been submitted to the Department of Education.

Title	Amount	Activity
Salaries	$18,600	Associates, Instructor Training
Services	$ 8,000	Program Measurement
Travel	$ 3,000	Conferences
Materials and Supplies	$ 6,500	Health program materials
Capital Outlay	$62,000	Equipment to upgrade programs
Total	$98,100	

COMMUNITY RESOURCES

The nature of home economics and health content makes the use of education about community resources a necessary component of the classroom. Home economics/health curriculum guides include specific objectives and learning activities related to resources in the community and career education. A list of community resources is found in each curriculum guide. An array of guest speakers are used to broaden the scope of the classroom and when possible field trips are arranged. A few of the community resources used during the past year are listed below.

Community Resources:

Adult Day Care
AGAPE Pregnancy Center
American Cancer Association
American Red Cross
Blood Center
Broadlawns Medical Center
Catholic Social Service
Dairy Council
Des Moines Area Community College
DMPS Wellness Center
Entrepreneur
Financial Planning Adviser
Firstar Bank
Heart Connection
Hillside Convalescent
Iowa Lutheran Hospital
Iowa Power
ISU Extension
LaJames
Lamaze Coaches
Lutheran Social Services
Mercy Medical Center
Methodist Medical Center
National Education Center
National Council on Alcoholism
Parent Volunteers in the Classroom
Planned Parenthood
Poison Control Center
Preschool Handicapped Home Instructors
Principal Financial
Smouse
Tones
Van Meter
Veteran's Hospital
Victim Services
Visiting Nurses
Women, Infant, and Children Nutrition Program
Young Dad's Program
Young Mom's Program
Young Women's Resource Center

Field Trips

Blood Center
Bob Allen Manufacturing
Central Campus Style Show
Civic Center - Des Moines Symphony
Des Moines Area Community College
DMACC Gourmet Dinners
Des Moines Hospitals
Fabric Stores
Gateway Center - Ames
Iowa Restaurant Convention
Iowa State University
Living History Farms
Noah's Cleaners
Smouse
Van Meter
Various Child Care Centers
YWCA

ADVISORY COMMITTEES

District and program advisory committees which provide input to the home economics and health programs:

Career/Vocational Education
Home Economics/Health
GRADS
Food Service Careers
Child Care Careers
Textile and Fashion Arts
Nursing Board

These committees are composed of representatives from business and industry, parents, students, community agencies, and staff. Members review curriculum and make recommendations concerning program needs.

PROCESS EVALUATION

Responsibility Statement

The responsibility of the home economics/health supervisor is to promote the development, implementation, and evaluation of quality home economics programs and health programs at the secondary level as they relate to the district mission of Des Moines Public Schools.

Organizational Tasks

The organizational tasks of the supervisor of home economics include: 1) planning and developing the home economics and health curriculum; 2) implementing district curriculum and staff development opportunities in home economics and health; and 3) evaluating materials, curriculum, staff, and programs relating to home economics and health education.

Organizational Relationships

The Home Economics Supervisor reports to the Director of Central Campus, supervises and supports district home economics and health teachers at Central Campus, area high schools, and middle schools. In addition, the home economics supervisor assists and supports the work of the building principals, other content area supervisors, and various district committees to which she is assigned or has responsibility.

1992-93 Objectives

Weight (%)	Description
50%	1. Central Campus assignment--Employment Center
20%	2. Support staff and students enrolled in home economics and health by: a. being visible and accessible b. providing in-service and staff development c. encouraging teachers
10%	3. Evaluate and update district curriculum by: a. development of curriculum guide in Personal Development and Health b. revision of objective based test in Personal Development and Health c. curriculum review, revision, and textbook adoption for Central Campus programs and Adult Living Skills d. implementation of a health careers program at Central Campus e. development of dental assistant and CNA program at Central Campus f. interaction with various program advisory committees g. remaining current in trends, issues, legislation, resources and strategies in home economics and health h. explore expansion of GRADS program to additional high schools
10%	4. Support vocational education in Des Moines Public Schools by: a. completing state vocational reports b. planning and implementing strategies to assist special needs students in vocational education c. planning and implementing strategies to assist vocational staff in meeting needs of special education students d. managing the home economics vocational education budget e. facilitating the home economics/health program compliance with SF449

f. developing articulation agreements between Central Campus programs and DMACC
g. facilitating acquisition of new sewing machines at four schools

10% 5. Participate in professional and district-wide activities such as:
a. Home Economics/Health Program Advisory Committees
b. Special Needs Advisory Committee
c. Des Moines Home Economists in Education
d. Professional Development Committee
e. Central Campus Marketing committee
f. Central Campus School Based Council
g. State-wide Home Economics Marketing Coalition
h. Coordinating Council for Coalition of Student Employers
i. Workforce Development Committee

Staff Development In-Service Activities

Staff development and in-service activities for home economics and health instructors are determined by the Home Economics/Health Supervisor through formal and informal input from home economics/health staff, curriculum committees, community agencies, and advisory councils. A 15 hour staff development course is offered every other year. The following list represents staff development and in-service activities which have been provided for home economics and health instructors.

1990 - 1991

Tour of DMACC Home Economics Programs
Sewing with Your Serger
Child and Weight: What We Can do About it
AIDS--Update
Cancel and Nutrition
Cocaine Babies--What's Coming to School
Children and Obesity
A Women's Guide to Health and Nutrition
*What's New In Home Economics--15 hour staff development course
Marketing Central Campus Programs
Sewing Machine Evaluation
Home Economics Yearly Program Review
Middle School Sixth Grade Curriculum Update]
Bernina Sewing Machine In-Service
Textiles Update

1991 - 1992

Technology in the Home Economics Classroom
High School Program Evaluation and Planning
American Health Association--Middle School Program
It Takes Two--Middle School In-Service
HIV/AIDS Update
Articulation with DMACC
Viking Sewing Machine In-Service
Middle School Associate In-Service
GRADS--SUCCESS
Health Curriculum Development
CD/Parenting Curriculum Development

1991 - 1992 continued

CD/Parenting Test Objectives Based Development Orientation
Presentation to Des Moines Women's Club
Textiles and Clothing Make and Take
Balancing Work and Family
Teaching Special Needs Students
Legislative Issues for Home Economics
Food and Nutrition Make and Take
**Human Growth and Development Update--15 hour staff development course
On the Trail of Hidden Fat
Nutrition Banner Make and Take
High School Course Competency Review
American Heart Association--In-Service for High School
American Red Cross Training--Health Mothers, Healthy Babies
Norwest Bank/VISA-CHOICES Program In-Service

1992

Credit Education--Update of Teaching Techniques and Information
Nutrition Banner Make and Take
Middle School Nutrition Update
Homophobia In-Service
High School Facility Planning
Middle School Facility Planning
Legislative Update
Red Cross Babysitting Course for Middle School Teachers
Recycling at Home and in the Home Economics Classroom
QUEST
RE-QUEST
Food Pyramid Make and Take

*This course included visits to the following: Family Ecology Center, Blank Children's Hospital, IMMC Nutrition Center, and Dahl's Foods, IMMC Child Care Center, Tiny Tots Child Care Center, House of Mercy, The Des Moines Birthplace, Bob Allen Manufacturing, and Schaffer's.

**This course included visits to the following: Iowa Lutheran Hospital Teen Programs and Eating Disorders Clinic, Victim Services, Broadlawns Medical Center, Polk County Health Department, Planned Parenthood, AGAPE, National Council on Alcoholism, and the Des Moines Public Schools Wellness Center.

<u>Professional Meetings, Conferences, Course Work</u>

A variety of meetings and conferences are sponsored annually by professional organizations and community agencies. Home economics and health instructors may receive funding from building budgets or the home economics/health vocational education budget to attend these conferences. Because these funds are limited and teachers are committed to increasing and expanding their knowledge of home economics and health education related topics, they often use personal funds to attend these meetings.

Teachers who are certified home economists must earn 75 professional development units every three years to maintain certification. Nursing instructors are required to have 45 Continuing Education Units every 3 years to maintain certification.

Reports from conferences are shared with other instructors at in-service meetings. Examples of meetings and conferences attended by individual staff members the past year:

Iowa Home Economics Educators' Conference
American Home Economics Association's Annual Meeting
Iowa Home Economics Association's Annual Meeting
Southwest Iowa Regional Home Economics Meeting
Diet Therapy--Using Humor in Nutrition Education
GRADS Training
GRADS In-Service
Conflict Management
David Elkind
Child Abuse and Neglect
Justice and Compassion
Focus on the Family
American Vocational Association Annual Meeting
Outcomes Based Education Conference
Infant Mortality Task Force
Pregnant and Parenting Teens Task Force
Iowa Association for Alternate Education Conference
ISU Family and Consumer Sciences Alumni Annual Meeting
Sew Fest '91
Home Economists Day at the Legislature
Iowa Department of Health Educators Annual Meeting
Nurse Educators of Iowa
Nurse Practitioners Spring Conference
Health Symposiums at Iowa Methodist Hospital
International Credit Association International Conference
Rocky Mountain Conference--"Meeting The Childhood Challenges of the 90s"
QUEST "Skills for Adolescence"
RE-QUEST
Status of Iowa Families Conference
Regional Middle School Conference
Risky Business Conference
1992 Nobel Conference
Annual Conference for National Organization for Adolescent Pregnancy and Parenting

In addition to these staff development opportunities, teachers have taken several college courses to become certified in health education or to update their teaching skills. Twenty-four semester hours are required for health certification. This commitment to professional development is a reflection of an extremely dedicated and high quality home economics/health staff.

Communication Network within the Home Economics/Health Department

The home economics supervisor meets quarterly with all home economics teachers to discuss current issues, concerns and information, as well as provide an in-service on a home economics related topic. A newsletter "What's Up in Home Economics" is also sent to staff three times a year. Individual committee meetings are held for specific groups when necessary.

PRODUCT EVALUATION

Criterion Referenced Tests

District-wide criterion referenced tests are available for the following courses--Food and Nutrition, Child Development, Personal Development and Health, Textiles and Clothing, and Parenting. These tests are administered as a semester final and the results are used by individual teachers to access strengths and weaknesses in their curriculum.

Course	District Average for Spring 1992 Percent Correct
Child Development	70%
Parenting	70%
Personal Development and Health	67%
Food, Nutrition and Health	62%
Textiles and Clothing	59%

Adherence to State Standards

State Standards for Vocational Education

The home economics and health programs in the Des Moines Public Schools address the state requirements for vocational education in the following ways:

1. Middle school programs include family, consumer and career education in grades 6, 7, and 8.
2. Curriculum at all grade levels is competency based. All courses include laboratory training. Articulation with DMACC exists for all programs. Practical Nursing program also articulates with Iowa Methodist School of Nursing.
3. Programs provide three sequential units in consumer and family science programs and health occupations.

Health Education Standards

Two courses offered through the home economics department meet the state health requirements: Personal Development and Health and Personal Family Relationships. Home economics teachers who teach these courses are certified in health education.

Human Growth and Development Standards

As recommended by the Iowa Department of Education, Des Moines Public Schools infused the Human Growth and Development topics into several curriculum areas in grades Pre-Kindergarten through Adult Education. Eleven home economics and health programs include the instruction listed in this law.

A complete list of the Des Moines Public Schools Human Growth and Development curriculum is found in Appendix B.

A district advisory committee in Human Growth and Development studies the curriculum and presented recommendations to the Board of Education in May, 1992. The recommendations are presented in Appendix C.

National Education Goals

Home Economics and Health programs in the Des Moines Public Schools address the National Educational Goals in many ways. A few examples are listed below.

Goal 1:

Forty-one percent of students taking home economics classes are enrolled in Child Development or Parenting courses.

Goal 2:

Practical reasoning, decision-making, and higher order thinking skills are infused into all home economics curriculum areas. Students learn to accept personal responsibility for the decisions they make regarding their personal life styles and consumer decisions. Appreciation for all cultures is fostered through study of family life and heritage--including parenting styles, nutrition and food habits, and clothing styles and trends.

Goal 3:

All students in grade six participate in the Lion's/Quest "Skills for Adolescence" program during their home economics class. High school students receive information regarding drug use and abuse in personal health and child development courses.

North Central Association (NCA) Evaluation Results

East High School

The North Central Association conducted an evaluation of East High School on October 18, 19, and 20, 1989.

East was commended for the qualified, professional, and dedicated staff, the responsiveness of the curriculum to meeting the changing needs of families and students, the curriculum development process, the concern for students on a personal and professional level, the breadth of the curriculum offerings, the use of technology, and the supplementary learning experiences provided for students.

The NCA made these recommendations for East:

1. Increase male enrollment.
2. Add a telephone to the department.
3. Increase storage facilities, electrical capacity, hot water supply and ventilation.

Hoover High School

The North Central Association conducted an evaluation of Hoover High School on October 2, 3, and 4, 1990.

Hoover was commended for the excellent teacher in the department, the use of community resources, a positive, caring environment, the breadth of the curriculum which is well planned and

responsive to changing needs, use of a variety of instructional techniques in the classroom, program articulation with middle school and Central Campus, the service to large numbers of at-risk learners.

The NCA made these recommendations for Hoover:

1. Continue curriculum development process.
2. Market programs to a wide variety of students.
3. Offer parenting course.

North High School

The North Central Association conducted an evaluation of North High School on November 4, 5, and 6, 1991.

North was commended for an excellent staff and positive, caring, learning environment. The program is comprehensive and focuses on meeting student needs.

The NCA made these recommendations for North:

1. Consider staggering class offerings between semesters or years to limit teacher preparations.
2. Involve department in establishing class schedules
3. An inter-disciplinary committee should be established to coordinate the present health curriculum.

Supervisor's Observations

1. During the 1991-92 school year, the home economics/health supervisor made 81 visits to the middle and high schools.
2. Excellent teacher-student interaction is frequently observed.
3. Teachers have established a positive learning environment.
4. Students are actively engaged in learning, often in a hands-on laboratory activity.
5. Teachers and students seem to enjoy what they are doing.
6. Teachers effectively use a variety of instructional techniques.
7. Teachers are professional, master teachers committed to increasing their skills and knowledge.
8. Teachers voluntarily attend numerous in-service and curriculum meetings.
9. Teachers collectively write comprehensive curriculum guides.
10. Teachers share ideas and methods freely.
11. Quality teachers are irreplaceable.

Enrollment

Throughout the 1980s, the national enrollment in home economics programs has varied according to state requirements. Enrollments increased significantly in states which required students to take specific courses in parenting or family living. Iowa enrollments decreased during the early 80s and began to increase in the middle 1980s. Some programs enter the 1990s with a strong enrollment while others have suffered from the effect of student population decline, staff layoffs, increased graduation requirements, college entrance requirements and the inaccurate image of the home economics program. In Des Moines, enrollment in high school courses remained stable throughout the 1980s (see Appendix D). From 1985 to 1992, home economics courses have served an average of 17 percent of the student body each semester, with male students making up 21 percent of the total home economics enrollment. The seven period day has allowed some

students to take an additional class. Many students have selected a home economics class, causing enrollment to increase by 17 percent. Additional staff was added at East and Lincoln in 1992 to accommodate increased student numbers.

Enrollment in specific high school semester courses for 1991-92:

	Enrollment
Child Development	640
Food and Nutrition	466
Adult Living Skills	340
Personal Development & Health	329
Textiles and Clothing I & II	206
Parenting*	197
Food and Consumer	156
Personal Family Relationships	128
GRADS	97
Housing*	58

*Not offered at all schools.

Analysis of the enrollments in home economics classes shows the following:

1. Child development is the most popular course.
2. Food and Nutrition and Food and Consumer are selected by the most males.
3. Although most students will some day be involved in a significant relationship with another person, only 5 percent are enrolled in a course which teaches skills in positive family relationships
4. Over 90 percent of our students will some day become a parent, yet only 41 percent are enrolled in a course which will help students develop positive skills in parenting and only 19 percent of those students are male
5. Statistics show a dramatic increase in substance abuse, pregnancy, AIDS/HIV, suicide, stress, and physical and sexual abuse and harassment in our adolescent population, yet only 5 percent of our students are enrolled in personal development and health, a course which teaches skills to prevent these and other health related concerns
6. Although all students eat, only 13 percent enroll in a course which teaches nutrition, consumer, and preparation skills

Class Size

Middle School

The class sizes for home economics classes at the middle school ranges from 11 to 36. Included in this number are a significant number of handicapped students which have been mainstreamed into the program. In 1991-92, 41 percent of the home economics enrollment was composed of special needs students. Because these courses are hands-on courses using lab facilities, large class sizes are a concern. Some schools do not have adequate space and equipment to serve the current enrollment. The result is that students are unable to fully participate in the lab experience. Safety is a concern with overcrowded lab situations. To provide a high quality and safe environment for all students, class size should be limited to the space and equipment available. Food and nutrition lab stations should serve four students, textiles labs should serve one student per sewing machine

High School

The class size for high school classes range from 12 to 30. Some schools limit laboratory class enrollment based on the facility.

Central Campus

Central Campus courses in home economics and health are at full enrollment for 1992-93. Class size ranges from 9 to 23. Recommended class size for Central Campus occupational programs is lower than that for the courses for home high schools because of equipment, lab space, and state student-teacher requirements. The nursing students must be supervised at a ratio of one teacher to nine students when they are in the clinical setting.

Facilities and Equipment

Sewing machines, cabinets, and stools at all middle and high schools have been replaced over the past three years. The new equipment has greatly enhanced the instruction in this curriculum. Students are more confident using the new equipment and instruction is streamlined because all students are using the same model of equipment. The new equipment is much easier to maintain and less instructional time is lost while waiting for the equipment to be repaired.

The nursing and child care facilities at Central Campus were remodeled in 1992, and new equipment will be added to complete the project by the end of the school year. The Central Campus Tea Room was remodeled in 1987 and new institutional equipment added to the food preparation stations in 1992.

These improvements have enhanced the programs by creating an environment which is more reflective of industry standards.

FUTURE PLANNING

Facilities and Equipment

Quality instruction in home economics and health programs relies on adequate facilities and equipment to implement the curriculum. Most home economics departments were built when textiles and clothing, and food and nutrition were the primary curriculum offerings. Today, only one-third of the curriculum offerings are in these areas. A majority of the curriculum is human development--child development, parenting, adult living skills, personal development and health and family relationships. Because curriculum has changed from the time most departments were built and furnished, many facilities do not reflect current or future program needs. In addition to the laboratory facilities for textiles and clothing and food and nutrition curricula, laboratory facilities for child development and parenting programs would be a great asset to the home economics department. Establishing an early childhood learning center at each high school would meet the needs of the home economics program, as well as provide service for the surrounding community and staff. This recommendation is a part of the Vision 2005 plan for home economics and health programs which is available from the Home Economics/Health Supervisor.

Along with the addition of early childhood learning centers, laboratory facilities and equipment for the food and nutrition classes needs to be updated to provide relevant instruction. Kitchen units and equipment should be replaced to keep current with expanding technology in the home. Additional kitchen units are needed in two buildings to support enrollment.

As technology continues to impact the teaching and learning process, it must be available in all classrooms to support instruction.

Curriculum

Home economics and health programs must remain responsive to changing needs of families and individuals. Curriculum and instructional materials will be evaluated on a timely basis by curriculum advisory committees. Recommendation for change will be incorporated into the curriculum as necessary.

Occupational programs offered at Central Campus must continue to reflect employment opportunities, industry standards and the need for postsecondary education. Because of the growing demand for workers in the health care field, additional program offerings in health careers should be explored. A Dental Assistant program will be piloted in the spring of 1993 and a Nursing Assistant program is being planned for the future.

Articulation programs with postsecondary institutions have been initiated in all home economics and health areas. These agreements are of great value to the students. Time and money can be saved through participation in the secondary programs which articulate to postsecondary institutions. These agreements should be expanded and promoted.

Instruction

The key to excellence in any classroom will continue to be the master teacher. Quality staff development programs will be essential to update instructors with content information and instructional techniques.

Future Needs

Monetary Resources for Future Needs

1. Technology Support for Instruction

VCR/TV for each room	($800 X 38 rooms)	$30,400
Computer Station	($2,000 X 38 rooms)	$76,000
LCD	($1,275 X 38 rooms)	$48,450
	Total	$154,850

2. Update small and large equipment in:

Food and Nutrition	($5,000 X 18 rooms)	$90,000

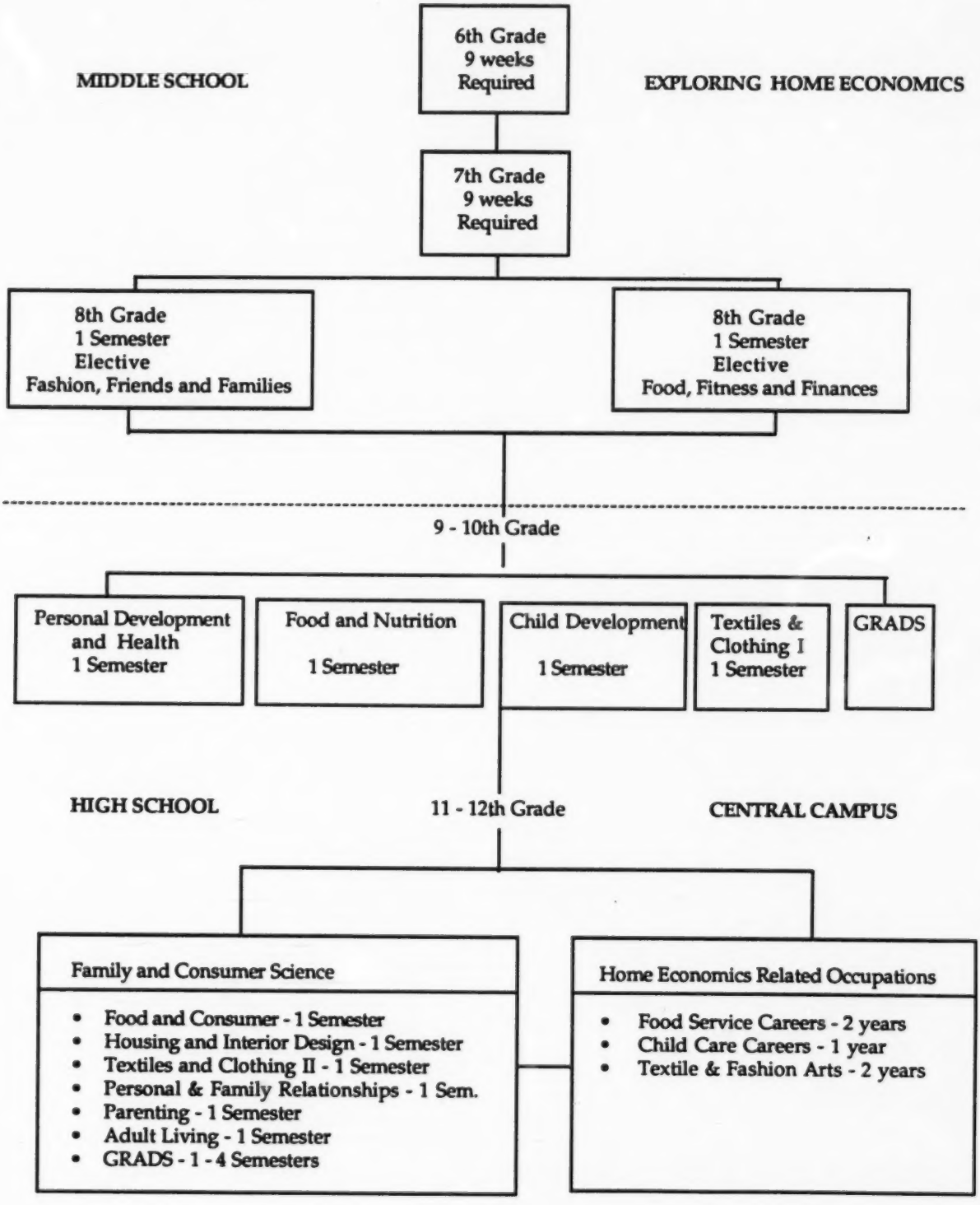
3. Remodel home economics departments:

	($75,000 X 18 departments)	$1,350,000

4. Early Childhood Learning Center

	($70,200 X 5 schools)	$351,000

ARTICULATION OF COURSES
HOME ECONOMICS



HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Self-Esteem	P	Preschools	
	K-7	Growing Healthy	R
	K-12	Social Science-Part of Program no specific unit	R
	6	Exploring Home Economics (Quest)	R
	8	Fashions, Friends, Families	E
	9-10	Personal Development & Health	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	
Responsible Decision Making	P	Preschools	
	K-7	Growing Healthy	R
	K-12	Social Science-Part of Program no specific unit	R
	6-7	Exploring Home Economics (Quest)	R
	9	Physical Education	R
	9-10	Personal Development & Health	E
	11-12	Personal Family Relationships	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	9	SWS Life Skills	E
	PK-12	Special Education	
Personal Responsibility & Goal Setting	P	Preschools	
	K-7	Growing Healthy	R
	6-7	Exploring Home Economics (Quest)	R
	9-10	Personal Development & Health	E
	10-12	Social Science-Psychology/Sociology	E
	11-12	Personal Family Relationships	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	

APPENDIX B

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Interpersonal Relationships	P	Preschools	
	K-7	Growing Healthy	R
	6-7	Exploring Home Economics (Quest)	R
	9-10	Personal Development & Health	E
	10-12	Social Science-Psychology/Sociology	E
	11-12	Personal Family Relationships	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	
	K-12	Guidance	
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	
Discouragement of Premarital Adolescent Sexual Activity	7	Exploring Home Economics	R
	8	Fashions, Friends, Families	E
	9	Physical Education	R
	9-10	Personal Development & Health	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	6-12	Guidance	
	9	SWS Life Skills	
	6-12	Special Education	
Family Life	P	Preschools	
	K-7	Growing Healthy	R
	6	Exploring Home Economics (Quest)	R
	10-12	Social Science-Psychology/Sociology	E
	11-12	Personal Family Relationships	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Parenting Skills	9-10	Child Development	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	
Human Sexuality	P	Preschools	
	K-7	Growing Healthy	R
	4-5	Changing	R
	7	Exploring Home Economics	R
	7	Life Science	R
	8	Fashions, Friends, Families	E
	9	Physical Education	R
	9-10	Personal Development & Health	E
	9-12	Biology	E
	10-12	Social Science-Psychology/Sociology	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	
Reproduction	4-5	Changing	R
	5-7	Growing Healthy	R
	7	Life Science	R
	9-10	Personal Development & Health	E
	9-10	Child Development	E
	9-12	Biology	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	GED	Parenting and Home Management--Even Start	R
	5-12	Special Education	

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Contraception	7	Growing Healthy	R
	7	Exploring Home Economics	R
	9-10	Personal Development & Health	E
	9-10	Child Development	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	9	SWS Life Skills	
	6-12	Special Education	
Family Planning	9-10	Child Development	E
	11-12	Parenting	E
	9-12	GRADS	E
	9-12	Applied Science	E
	6-12	Guidance	
	9-12	Special Education	
Prenatal Development	7	Growing Healthy	R
	7	Life Science	R
	9-10	Child Development	E
	9-12	GRADS	E
	9-12	Biology	E
	9-12	Applied Science	E
	GED	Parenting and Home Management--Even Start	R
	9-12	Special Education	
Awareness of Mental Retardation Prevention	7	Life Science	R
	9-10	Child Development	E
	9-12	GRADS	E
	9-12	Biology	E
	10-12	Social Science-Psychology	E
	9-12	Applied Science	E
	GED	Parenting and Home Management--Even Start	R
	9-12	Special Education	

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Childbirth	9-12	Biology	E
	7	Growing Healthy	R
	9-10	Child Development	E
	9-12	GRADS	E
	9-12	Applied Science	E
	GED	Parenting and Home Management--Even Start	R
	9-12	Special Education	
Adoption	7	Exploring Home Economics	R
	9-10	Child Development	E
	9-12	GRADS	E
	11-12	Parenting	E
	11-12	Personal Family Relationships	E
	K-12	Guidance	
	9-12	Special Education	
Available Prenatal & Postnatal Support	6-7	Growing Healthy	R
	9-10	Child Development	E
	9-12	GRADS	E
	11-12	Personal Family Relationships	E
	6-12	Guidance	
	6-12	Special Education	
Male & Female Responsibility	6-7	Growing Healthy	R
	7	Exploring Home Economics	R
	8	Fashions, Friends, Families	E
	9-10	Personal Development & Health	E
	9-10	Child Development	E
	10-12	Social Science-Psychology/sociology	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	11-12	Parenting	E
	9-12	Applied Science	E
	K-12	Guidance	
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Sex Stereotypes	P	Preschools	
	8	Fashions, Friends, Families	E
	9-10	Child Development	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	10-12	Social Science-Psychology/sociology	E
	K-12	Guidance	
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	
Sexually Transmitted Diseases including: Acquired Immune Deficiency Syndrome Causes & Prevention	P	Preschools	
	5	HIV/AIDS	R
	6-7	Growing Healthy	R
	7	Exploring Home Economics	R
	7	Life Science	R
	9	HIV/AIDS	R
	9	Physical Education	R
	9-10	Personal Development & Health	E
	9-12	GRADS	E
	9-12	Biology	E
	10-12	Social Science-Psychology/sociology	E
	9-12	Applied Science	E
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	6-12	Special Education	
Behaviors to Prevent Sexual Abuse or Sexual Harassment	P	Preschools	
	K-7	Growing Healthy	R
	7	Exploring Home Economics	R
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	K-12	Guidance	
	9	SWS Life Skills	E
	PK-12	Special Education	

HUMAN GROWTH & DEVELOPMENT
DES MOINES PUBLIC SCHOOLS

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Suicide Prevention	8	Fashions, Friends, Families	E
	9-10	Personal Development & Health	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	PK-12	Special Education	
Stress Management	P	Preschools	
	K-7	Growing Healthy	R
	8	Fashions, Friends, Families	E
	9	Physical Education	R
	9-10	Personal Development & Health	E
	10-12	Social Science-Psychology/Sociology	E
	11-12	Personal Family Relationships	E
	9-12	GRADS	E
	9-12	Applied Science	E
	K-12	Guidance	
	9	SWS Life Skills	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special Education	

CONTENT	GRADE LEVEL	DEPARTMENT & COURSE	REQUIRED OR ELECTIVE
Substance Abuse Treatment and Prevention	P	Preschools	
	K-7	Growing Healthy	R
	6	Exploring Home Economics (Quest)	R
	7	Life Science	R
	9	Physical Education	R
	9-10	Personal Development & Health	E
	9-12	GRADS	E
	9-12	Biology	E
	9-12	Applied Science	E
	10-12	Driver Education	E
	K-12	Guidance	E
	GED	Parenting and Home Management--Even Start	R
	PK-12	Special EducatioN	

SCHOOL NURSE: The School Nurse educates the students, K-12, through one-to-one counseling and as a resource teacher in the classroom.

ADULT AND COMMUNITY EDUCATION: A variety of courses which include Human Growth and Development content are offered through the Department of Community and Education.

Item No. **Page**

Subject: HUMAN GROWTH AND DEVELOPMENT ADVISORY COMMITTEE REPORT

For: ACTION

Contact: Julie Rosin/Mardelle Dallager **Attachments: 92-099**

Issue: Required Report to Board of Education

Background: The Human Growth and Development Advisory Committee is a Board appointed committee that was formed in the fall of 1989 in response to the Human Growth and Development Legislation, SF2094. This legislation states that an advisory committee be appointed to study Human Growth and Development Education provided in the district and report to the Board of Education. The report will be filed with the Iowa Department of Education. The board appointed committee consists of nineteen members representing the community, student body, teachers, and administrators. Since appointed in 1989, the committee has met four times annually to accomplish the goal of providing recommendations for instruction in Human Growth and Development to the Board of Education and the Iowa Department of Education. The committee has reviewed the following: legislation regarding human growth and development, the 1988 Educational Forum on Human Growth and Development recommendations, the ninth grade health curriculum pilot conducted at Hoover in 1987, elective health courses in the high school curriculum, the required Human Growth and Development curriculum for students in Grade Seven, the district procedure for parent notification of human growth and development content in curriculum and the implementation of a health unit at the ninth grade level. In accordance with Iowa Code, this report concludes the Human Growth and Development Committee work.

Recommendations: Des Moines Public Schools will establish a spiral and sequential Human Growth and Development curriculum for all students grades Pre-K through 12.

Goals:

1. Support the continuation of the grades K through 7 Growing Healthy curriculum.

2. Require a one-semester health course for all ninth grade students by August of 1995.

3. Evaluate the current required ninth grade required health education pilot program.

4. Study future implementation of required Human Growth and Development curriculum for all students Pre-K, 8, 11, and 12 with priority given to Grade 8.

5. Continue to address all issues included in SF2094 and current Human Growth and Development issues affecting students.

6. Provide Human Growth and Development curriculum that is consistent and equitable throughout the district.

7. Assign Human Growth and Development teaching staff who are:
   a. Sensitive, interested and have a desire to teach Human Growth and Development curriculum.
   b. Male/female teams (resource people may be utilized when necessary) to enhance learning.

8. Provide annual in-service for Human Growth and Development teachers.

9. Conduct periodic evaluation of Human Growth and Development curriculum at all grade levels.

10. Encourage Human Growth and Development teaching staff to have endorsement 138 and 139.

11. Study the development of an in-district student assessment of Human Growth and Development knowledge and attitudes.

Superintendent's Recommendation: The superintendent recommends the Board of Directors receive, discuss, and submit this report. In accordance with Iowa Code this report will be sent to the Iowa Department of Education.

ENROLLMENT HOME ECONOMICS/HEALTH COURSES

	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Schools	1985	1986	1986	1987	1987	1988	1988	1989	1989	1990	1990	1991	1991	1992	1992	1993	1993	1994
East	394	336	471	454	461	387	342	347	284	276	310	232	325	314	371			
Hoover	130	111	125	121	120	117	80	99	106	117	106	96	124	108	134			
Lincoln	475	499	487	642	395	482	394	522	370	432	253	401	340	413	377			
North	173	191	219	172	148	192	118	161	126	160	151	181	228	199	222			
Roosevelt	134	124	128	124	102	95	85	74	66	83	76	82	111	98	110			
Central Campus	87	78	84	52	111	90	88	66	66	57	68	60	66	57	78			
DM Alt South	117	128	124	140	160	157	123	97	176	128	113	72	59	109	110			
DM Alt North													68	69	46			
Total	1510	1467	1638	1705	1497	1520	1230	1366	1194	1253	1075	1124	1321	1367	1370			
% Male	21.4	16.6	17.5	20	22	24	18	25	19	24	20	22	19	20	25			
%Total Students	15	16	18	20	18	18	19	17	16	17	14	16	17	18	17			
Courses																		
PDH	245	207	187	213	166	137	108	107	91	120	108	125	133	196	168			
PFR	156	177	167	144	75	95	116	157	54	133	72	64	43	85	72			
Child Dev.	471	295	428	253	388	264	324	200	374	181	312	174	402	238	402			
Parenting	97	159	92	100	75	166	114	115	66	125	79	90	80	117	37			
FN	166	202	204	223	233	231	185	210	165	225	140	210	218	248	257			
F&C	116	92	128	92	107	109	150	112	64	92	93	79	73	83	116			
Textiles	121	202	136	279	117	188	142	169	85	167	53	125	60	146	69			
Housing	38	29	34	84	38	64	43	75	27	23	15	65	18	40	13			
Adult Living	67	0	204	261	187	176	216	149	202	130	137	107	165	175	168			
GRADS														97	108			
Textile Fashion Arts	25	19	24	20	40	32	27	27	22	22	15	14	14	12	17			
Food Service	34	35	31	21	33	28	37	23	26	18	26	23	25	20	25			
Child Care	28	24	29	21	38	30	39	34	18	19	25	23	23	23	32			
Kitchen/Dining Asst											4	4	4	2	4			
Practical Nursing									53		47		46		48			